

---

## Unit 2: Leadership and Management

---

---

---



**Unit Objectives**

At the end of this unit, the students should be able to:

- Describe chain of command and formal communication relationships.
  - Identify common leadership responsibilities.
  - Describe span of control and modular development.
  - Describe the use of position titles.
- 

**Scope**

- Unit Introduction
  - Unit Objectives
  - Chain of Command and Unity of Command
    - Chain of Command
    - Unity of Command
    - “Unity” vs. “Unified”
    - Unified Command
  - Formal Communication
  - Informal Communication
  - Leadership in Incident Management
    - Leadership Qualities
    - Activity
  - Leadership Responsibilities
  - Leadership Values
    - Leadership & Duty
    - Leadership & Respect
    - Activity
    - Leadership & Integrity
  - Communication Responsibilities
  - Incident Management Assessment
  - Common Terminology
  - ICS Management
    - ICS Organization: Review
    - Span of Control
    - Modular Organization
  - Position Titles
  - Expanding Incident Activity
  - Summary
-

## Methodology

The lesson begins with a presentation of the unit objectives. Next, the instructor will review two ICS features: chain of command and unity of command. Discussion questions are used to distinguish between “unity of command” and “Unified Command.” Following the discussion, a visual will summarize how a Unified Command is structured. Next, the unit presents information on formal and informal communication within an ICS organization.

The instructor then uses a discussion question to transition to the leadership concepts in incident management. Participants will work in teams to identify the qualities of highly effective leaders. Visuals are used to present the common ICS leadership responsibilities, and leadership values such as duty, respect, and integrity. Discussion questions and brief activities are used ensure that the course participants are engaged during the presentation.

Next, the instructor presents communication responsibilities and required briefing elements. Following a visual defining incident management assessment, participants are asked to identify the types of questions that they would ask to assess the effectiveness of incident management.

The final section of the unit includes a presentation on the use of common terminology and the ICS organization. A series of questions are used to review the Command and General Staff positions and sections. After this review, the instructor emphasizes the importance of span of control as an ICS leadership tool and that ICS modular organization concepts ensure that an optimal span of control is maintained. The last topic covers the standard titles that are used for ICS supervisory positions.

The unit ends with an activity that requires the students to demonstrate how they would maintain appropriate span of control in an expanding incident.

---

## Time Plan

A suggested time plan for this unit is shown below. More or less time may be required, based on the experience level of the group.

Topic	Time
Unit Introduction Unit Objectives	3 minutes
Chain of Command and Unity of Command	10 minutes
Formal Communication Informal Communication	5 minutes
Leadership in Incident Management	30 minutes
Communication Responsibilities	5 minutes
Incident Management Assessment	5 minutes
Common Terminology	15 minutes
Expanding Incident Activity	45 minutes
Summary	2 minutes
<b>Total</b>	<b>2 hours</b>



Visual 2.1

## Unit 2: Leadership and Management



**Visual Description:** Unit Introduction

### Instructor Notes

Explain that the intent of this unit is to familiarize the participants with the chain of command in the ICS, span of control, leadership, and the use of common terms to describe positions and position titles.

## Topic

## Unit Objectives



Visual 2.2

### Unit Objectives

- Describe chain of command and formal communication relationships.
- Identify common leadership responsibilities.
- Describe span of control and modular development.
- Describe the use of position titles.

Unit 2:  
Leadership and Management

Visual 2.2

**Visual Description:** Unit Objectives

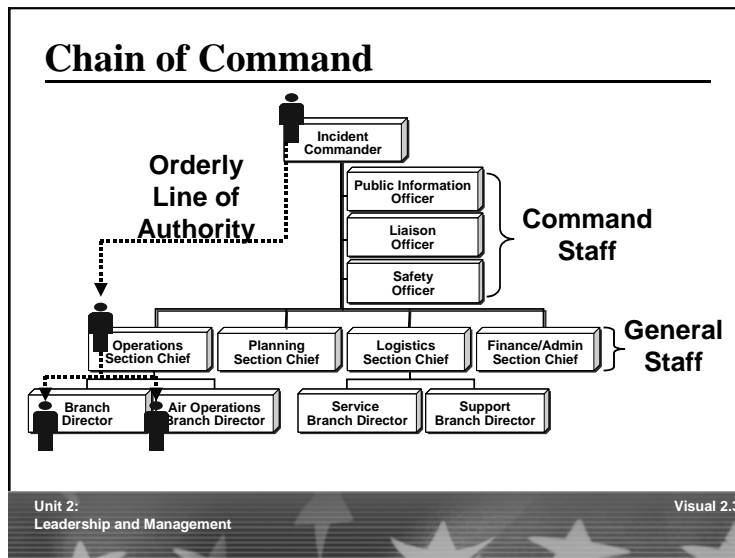
### Instructor Notes

Review the unit objectives with the class. Tell the participants that by the end of this unit, they should be able to:

- Describe chain of command and formal communication relationships.
- Identify common leadership responsibilities.
- Describe span of control and modular development.
- Describe the use of position titles.



Visual 2.3



**Visual Description:** Chain of Command. Shows the ICS organizational chart with the Command and General Staffs. The animation then illustrates how line of authority flows orderly through supervisory levels within the organization.

### Instructor Notes

Remind the participants that **chain of command** refers to the orderly line of authority within the ranks of the incident management organization.

Click the mouse to illustrate that the flow of task assignments and resource requests between participants in the ICS occurs only with the person directly above or below them on the organizational chart.



Visual 2.4

### Unity of Command

Under unity of command, personnel:

- Report to only one supervisor.
- Receive work assignments only from their supervisors.



Don't confuse unity of command with Unified Command!

Unit 2:  
Leadership and Management

Visual 2.4

**Visual Description:** Unity of Command

### Instructor Notes

Explain that **unity of command** means that every individual has a designated supervisor to whom they report at the scene of the incident. Chain of command and unity of command help to ensure clear reporting relationships and eliminate the confusion caused by multiple, conflicting directives. Incident managers at all levels must be able to control the actions of all personnel under their supervision.

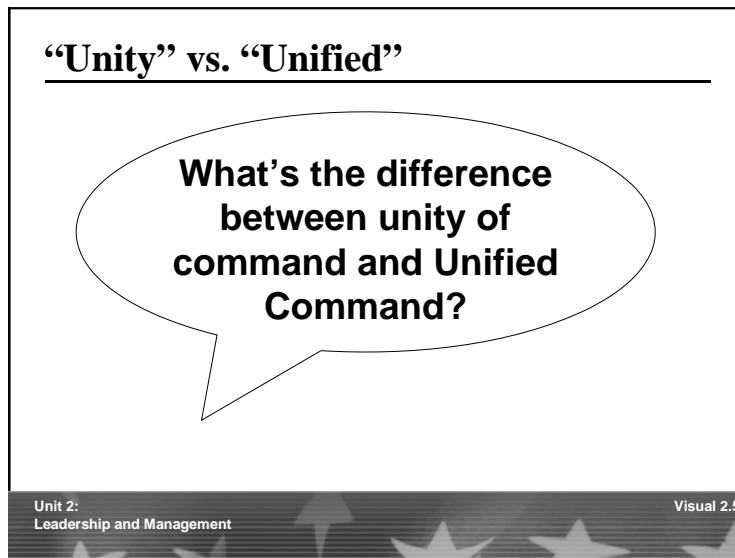
Tell the participants that unity of command clears up many of the potential communication problems encountered in managing incidents or events by maintaining **formal** communication relationships only with one's immediate supervisor.

Emphasize that it is important not to confuse unity of command with Unified Command.





Visual 2.5



**Visual Description:** What’s the difference between unity of command and Unified Command?

### Instructor Notes

Ask the participants: **What’s the difference between unity of command and Unified Command?**

Ask for volunteers to answer the question. If not mentioned by the participants, add the following:

- **Unity of Command.** Unity of command means that each individual involved in incident operations will be assigned to only one supervisor. Unity of command is implemented in ALL incidents.
- **Unified Command.** Unified Command is a management structure used in multijurisdictional or multiagency incidents. Unified Command is not implemented in all incidents.



Visual 2.6



**Visual Description:** Unified Command

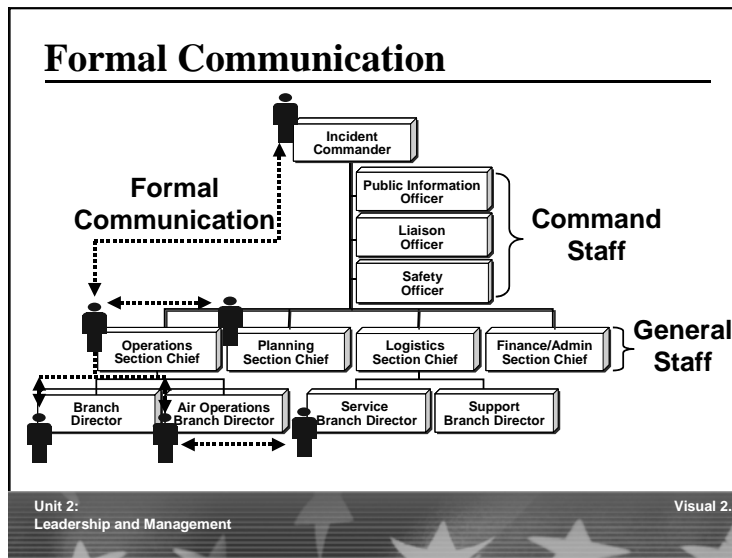
### Instructor Notes

Present the following key points:

- Unified Command allows all responsible agencies to manage an incident together by establishing a common set of incident objectives and strategies. As a team effort, Unified Command overcomes much of the inefficiency and duplication of effort that can occur when agencies from different functional and geographic jurisdictions, or agencies at different levels of government, operate without a common system or organizational framework.
- The advantages of using Unified Command include:
  - A single set of objectives is developed for the entire incident.
  - A collective approach is used to develop strategies to achieve incident objectives.
  - Information flow and coordination is improved between all jurisdictions and agencies involved in the incident.
  - All agencies with responsibility for the incident have an understanding of joint priorities and restrictions.
  - No agency's legal authorities will be compromised or neglected.
  - The combined efforts of all agencies are optimized as they perform their respective assignments under a single Incident Action Plan.
- All Incident Commanders work together in a single Incident Command Post. **Unity of command is maintained through the singular direction achieved by the Incident Commanders within the Unified Command.** Under Unified Command, each person still only has a single boss.



Visual 2.7



**Visual Description:** Formal Communication. Shows the ICS organizational chart with the Command and General Staffs. The animation then illustrates how formal communication flows through the organization.

### Instructor Notes

Introduce the concept of formal and informal communication relationships. Ensure that the participants understand the difference between formal and informal communication relationships. This will be important to them in future units.

Explain that the **solid lines on the ICS chart represent the formal lines of communication**. These lines of formal communication provide for the exchange of information involving task assignments and resources requests. Formal communication allows the Incident Commander and other supervisors to manage the incident or event more efficiently due to a decrease in time spent directing and communicating people outside their direct authority.

Click the mouse to show the flow of communication within the organization. Note that other information concerning the incident or event can be passed horizontally or vertically within the organization without restriction. This is known as **informal communication**.



Visual 2.8

### When To Use Formal Communication

Use formal communication when:

- Receiving and giving work assignments.
- Requesting support or additional resources.
- Reporting progress of assigned tasks.



Unit 2:  
Leadership and Management

Visual 2.8

**Visual Description:** When To Use Formal Communication

### Instructor Notes

Emphasize that formal communication should be used when:

- Receiving and giving work assignments.
- Requesting support or additional resources.
- Reporting progress of assigned tasks.

Ask the participants for example of formal communications within the ICS organization. Add any examples that you think help to indicate the teaching point.



Visual 2.9

### Informal Communication

- Is used to exchange incident or event information only.
- Is NOT used for:
  - Formal requests for additional resources.
  - Tasking work assignments.

Within the ICS organization,  
critical information must  
flow freely!



Unit 2:  
Leadership and Management

Visual 2.9

**Visual Description:** Informal Communication

### Instructor Notes

Explain that **informal** communication relationships are those situations requiring exchange of incident or event information only and do not involve tasking work assignments or requests for support or additional resources.


Ask the participants for examples of informal communications within the ICS organization. Add any examples that you think will help to illustrate the teaching point.



Visual 2.10

**Discussion Question**

Why is leadership an essential element of successful incident/event management?



Unit 2:  
Leadership and Management

Visual 2.10

**Visual Description:** Why is leadership an essential element of successful incident/event management?

### Instructor Notes

Ask the participants: **Why is leadership an essential element of successful incident/event management?**

Facilitate a discussion among the participants. If not mentioned by the participants, add the following key points:

- Incident response requires that tasks be executed under dangerous, stressful circumstances.
- Leadership in an incident provides purpose, direction, and motivation.



Visual 2.11

### Activity: Leadership Qualities

#### Instructions:

1. Working in teams, identify a highly effective leader you have known or know about.
2. List the main qualities of that top leader.
3. State how these qualities relate to leadership in incident response.
4. Choose a spokesperson. Be prepared to present your findings to the class in 10 minutes.

Unit 2:  
Leadership and Management

Visual 2.11

**Visual Description:** Leadership Qualities Activity

### Instructor Notes

Present the following instructions to the participants:

1. Working in teams, identify a highly effective leader you have known or know about.
2. List the main qualities of that top leader.
3. State how these qualities relate to leadership in incident response.
4. Choose a spokesperson. Be prepared to present your findings to the class in 10 minutes.

Monitor the time. After 10 minutes, call time.

Conduct the activity discussion as follows:

1. Ask the spokesperson from the first team to present **one** quality the team identified and how that quality relates to incident management.
2. Next, ask the second team spokesperson to present a **different** quality than that presented by the first team. Make sure that the quality and its significance to incident management is presented.
3. Then, ask the third team spokesperson to present a **different** quality than that presented by the earlier teams. Make sure that the quality and its significance to incident management is presented.
4. Continue this process until all of the teams have presented.
5. After all of the teams have presented, ask if any teams have additional qualities not mentioned thus far.
6. Summarize the main learning points from this activity.



Visual 2.12

## Leadership

Leadership means . . .

. . . providing purpose, direction, and motivation for responders working to accomplish difficult tasks under dangerous, stressful circumstances.



Unit 2:  
Leadership and Management

Visual 2.12

**Visual Description:** Leadership Definition

### Instructor Notes

Relate the discussion from the activity to the following statement about leadership:

***Leadership means . . .***

***. . . providing purpose, direction, and motivation for responders working to accomplish difficult tasks under dangerous, stressful circumstances.***

Ask the participants if there is anything they would add to this statement.





Visual 2.13

### Common Leadership Responsibilities (1 of 2)

A good operational leader will:

- ENSURE safe work practices.
- TAKE COMMAND of assigned resources.
- MOTIVATE with a “can do safely” attitude.
- DEMONSTRATE INITIATIVE by taking action.



Unit 2:  
Leadership and Management

Visual 2.13

**Visual Description:** Common Leadership Responsibilities (1 of 2)

### Instructor Notes

Explain that a good operational leader will:

- ENSURE safe work practices.
- TAKE COMMAND of assigned resources.
- MOTIVATE with a “can do safely” attitude.
- DEMONSTRATE INITIATIVE by taking action in the absence of orders.

Emphasize that the **safety** of all personnel involved in an incident or a planned event is the **first duty of ICS leadership**. This is the overall responsibility of Team Leaders, Group or Division Supervisors, Branch Directors, Section Chiefs, and all members of the Command or Unified Command Staff.

Present the following additional key points about **decisionmaking**:

- Demonstrating initiative requires the ability to make sound, timely decisions during an incident or event.
- Effective decisionmaking can avert tragedy and help the community recover from the event more quickly.
- Conversely, poor decisionmaking or the absence of decisions potentially can result in injury or death to victims or responders. But the repercussions don't stop there. Poor decisions in the early stages of an incident can make the responders' job more difficult and more dangerous. In addition, they can give rise to much more critical or complex decisions.



Visual 2.14

### Common Leadership Responsibilities (2 of 2)

A good operational leader will:

- **COMMUNICATE** by giving specific instructions and asking for feedback.
- **SUPERVISE** the scene of action.
- **EVALUATE** the effectiveness of the plan.
- **UNDERSTAND** and **ACCEPT** the need to modify plans or instructions.



Unit 2:  
Leadership and Management

Visual 2.14

**Visual Description:** Common Leadership Responsibilities (2 of 2)

### Instructor Notes

Present the following additional responsibilities:

- **COMMUNICATE** by giving specific instructions and asking for feedback.
- **SUPERVISE** the scene of action.
- **EVALUATE** the effectiveness of the plan and the organizational structure to meet the needs of the incident or event.
- **UNDERSTAND** and **ACCEPT** the need to modify plans or instructions according to the needs of the incident or event.

Use relevant examples from your past experiences to illustrate how these responsibilities apply to an incident.



Visual 2.15

### Leadership & Duty

- Take charge within your scope of authority.
- Be prepared to step out of a tactical role to assume a leadership role.
- Be proficient in your job.
- Make sound and timely decisions.
- Ensure tasks are understood.
- Develop your subordinates for the future.



Unit 2:  
Leadership and Management

Visual 2.15

**Visual Description:** Leadership & Duty

### Instructor Notes

Present the following key points:

- Leaders should know, understand, and practice the leadership principles. Leaders need to recognize the relationship between these principles and the leadership values.
- Duty is how you value your job. Duty begins with everything required of you by law and policy, but it is much more than that. A leader commits to excellence in all aspects of his or her professional responsibility.

Expand on the points on the visuals using the information below:

- **Take charge within the confines of your scope of authority.**
- **Be prepared to leave the “comfort zone” of performing tactical operations when asked to perform a leadership role.**
- **Be proficient in your job, both technically and as a leader.**
  - Adhere to professional standard operating procedures.
  - Develop a plan to accomplish given objectives.
  - Develop and improve technical and management skills.
  - To prepare for your leadership role, participate in the development of standard operating procedures, emergency operations plans, or specific planning for incidents or events.
  - Participate in disaster simulation exercises.
  - Know agency policies.

(Continued on the next page.)

- **Make sound and timely decisions.**
  - Maintain situation awareness in order to anticipate needed actions.
  - Evaluate situation for:
    - Safety.
    - Economic concerns.
    - Environmental concerns.
    - Political concerns.
    - Progress of work assignments.
    - Problems completing tasks.
  - Develop and communicate contingencies within your scope of authority.
- **Ensure that tasks are understood, supervised, and accomplished.**
  - Issue clear instructions.
  - Observe and assess actions in progress without micro-managing. (Do not become excessively involved with tactics. Focus on whether or not the strategies are accomplishing the objective.)
  - Use positive feedback to modify duties, tasks, and assignments when appropriate.
- **Develop your subordinates for the future.**
  - Clearly state expectations.
  - Delegate those tasks that you are not required to do personally.
  - Consider individual skill levels and developmental needs when assigning tasks.



Visual 2.16

### Discussion Question

Duty is how you value your job.

What can you do that demonstrates your commitment to duty to those you lead?



Unit 2:  
Leadership and Management

Visual 2.16

**Visual Description:** Duty is how you value your job. What can you do that demonstrates your commitment to duty to those you lead?

### Instructor Notes

Ask the participants: **What can you do that demonstrates your commitment to duty to those you lead?**

Facilitate a discussion among the participants. If not mentioned by the participants, add the following key points:

- Give 100% effort to the incident activities.
- Be ethical in your actions.
- Be an effective team player.
- Act with integrity.



Visual 2.17

### Leadership & Respect

- **Know your subordinates and look out for their well-being.**
- **Keep your subordinates and supervisor informed.**
- **Build the team.**



Unit 2:  
Leadership and Management

Visual 2.17

**Visual Description:** Leadership and Respect

### Instructor Notes

Build on the discussion from the previous visual when covering the following points:

- **Know your subordinates and look out for their well-being.** The workers who follow you are your greatest resource. Not all of your workers will succeed equally, but they all deserve respect.
- **Keep your subordinates and supervisor informed.** Provide accurate and timely briefings. Give the reason (intent) for assignments and tasks.
- **Build the team.** Conduct frequent briefings and debriefings with the team to monitor progress and identify lessons learned. Consider team experience, fatigue, and physical limitations when accepting assignments.



Visual 2.18

### **Activity: Building & Damaging Respect**

#### **Instructions:**

1. Working individually, list leadership actions that can damage and build respect.
2. Record your answers as follows:

<u>Builds Respect</u>	<u>Damages Respect</u>

3. Be prepared to present your findings to the class in 5 minutes.

Unit 2:  
Leadership and Management

Visual 2.18

**Visual Description:** Damaging and Building Respect Activity

### **Instructor Notes**

Present the following instructions to the participants:

1. Working **individually**, list leadership actions that can damage and build respect.
2. Record your answers on paper in two columns, one labeled “Builds Respect” and the other labeled “Damages Respect.”
3. Be prepared to present your findings to the class in 5 minutes.

Monitor the time. After 5 minutes, call time.

Conduct the activity discussion as follows:

1. Ask for a volunteer to present **one** action that builds respect.
2. Next, ask a second volunteer to present a **different** action that builds respect.
3. Continue this process until all actions that build respect have been identified.
4. Transition to actions that damage respect. Ask for a volunteer to present **one** action that damages respect.
5. Next, ask another volunteer to present a **different** action that damages respect.
6. Continue this process until all actions that damage respect have been identified.
7. Summarize the main learning points from this activity. Add the following points about **building** respect, if not mentioned by the participants:
  - Know your subordinates and look out for their well-being.
  - Put the safety of your subordinates above all other objectives.
  - Take care of your subordinates’ needs.
  - Resolve conflicts between individuals on the team.
  - Make yourself available to answer questions at appropriate times.



Visual 2.19

### Leadership & Integrity

- Know yourself and seek improvement.
- Seek responsibility and accept responsibility for your actions.

What acts of integrity have you witnessed at an incident response?



Unit 2:  
Leadership and Management

Visual 2.19

**Visual Description:** Leadership and Integrity

### Instructor Notes

Use the discussion from the previous visual to present the following key points about integrity:

- **Integrity is how you value yourself.** You must be in charge of yourself, before you can be in charge of others. Leaders with integrity separate what is right from what is wrong and act according to what they know is right, even at personal cost.
- **Integrity means knowing yourself and seeking improvement.**
  - Know the strengths/weaknesses in your character and skill level.
  - Ask questions of peers and superiors.
  - Actively listen to feedback from subordinates.
- **Integrity means seeking responsibility and accepting responsibility for your actions.**
  - Accept full responsibility for and correct poor team performance.
  - Credit subordinates for good performance.
  - Keep your superiors informed of your actions.

Ask the participants for examples of acts of integrity that they have witnessed at an incident response. Add a personal story if appropriate. **It is important that this discussion inspires/motivates the class to commit to acting with integrity.**





Visual 2.20

### Communication Responsibilities

To ensure sharing of critical information, all responders must:

- Brief others as needed.
- Debrief actions.
- Communicate hazards to others.
- Acknowledge messages.
- Ask if they don't know.



Unit 2:  
Leadership and Management

Visual 2.20

**Visual Description:** Communication Responsibilities

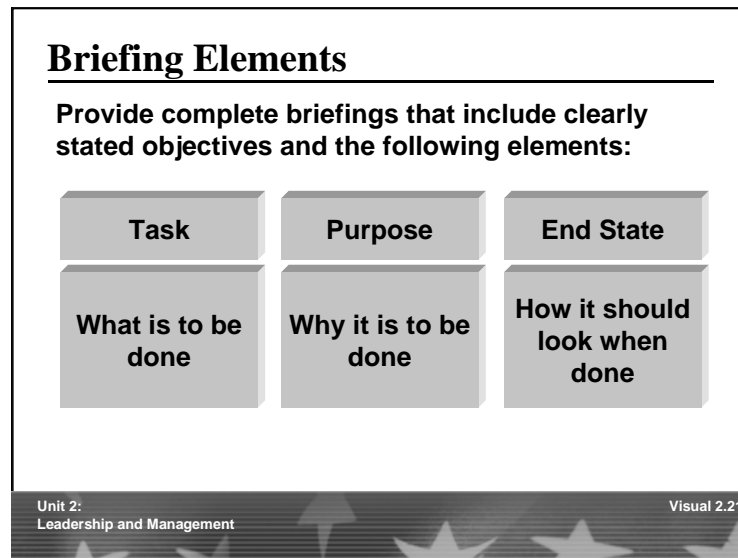
### Instructor Notes

Explain that one common responsibility of all members of the ICS organization is communication. Present the following key points:

- The most effective form of communication is face-to-face. Obviously, this is not always possible.
- Regardless of the means of communication required by the incident, all responders have five communication responsibilities to perform:
  - Brief others as needed.
  - Debrief actions.
  - Communicate hazards to others.
  - Acknowledge messages.
  - Ask if they don't know.



Visual 2.21



**Visual Description:** Briefing Elements

### Instructor Notes

Note that all leaders have the responsibility to provide complete briefings that include clearly stated incident objectives. The following elements should be included in all briefings:

- **Task.** What is to be done
- **Purpose.** Why it is to be done
- **End State.** How it should look when done



Visual 2.22

### Incident Management Assessment

Assessment is an important leadership responsibility. Assessment methods include:

- Corrective action report/ After-action review.
- Post-incident analysis.
- Debriefing.
- Post-incident critique.
- Mitigation plans.



Unit 2:  
Leadership and Management

Visual 2.22

**Visual Description:** Incident Management Assessment

### Instructor Notes

Present the following key points:

- Management is an important leadership responsibility.
- Assessments should be conducted after a major activity in order to allow employees and leaders to discover what happened and why.
- Common assessment methods include:
  - Corrective action report/After-action review.
  - Post-incident analysis.
  - Debriefing.
  - Post-incident critique.
  - Mitigation plans.


According to NIMS, “Corrective action plans are designed to implement procedures that are based on lessons learned from actual incidents or from training and exercises. Mitigation plans describe activities that can be taken prior to, during, or after an incident to reduce or eliminate risks to persons or property or to lessen the actual or potential effects or consequences of an incident.”



Visual 2.23

**Discussion Question**

What questions would you use to assess the effectiveness of incident management?



Unit 2:  
Leadership and Management

Visual 2.23

**Visual Description:** What questions would you use to assess the effectiveness of incident management?

### Instructor Notes

Ask the participants: **What questions would you use to assess the effectiveness of incident management?**

Facilitate a discussion among the participants. If not mentioned by the participants, add the following potential questions:

- Were operations conducted in a safe manner?
- Were the incident objectives achieved?
- Were the resources used in a cost-effective manner?
- What are the lessons learned for the future?



Visual 2.24

### Using Common Terminology

Once the incident is formally designated, ICS terminology is always used for:

- **Organizational functions.**
- **Incident facilities.**
- **Resource descriptions.**
- **Position titles.**



Unit 2:  
Leadership and Management

Visual 2.24

**Visual Description:** Using Common Terminology

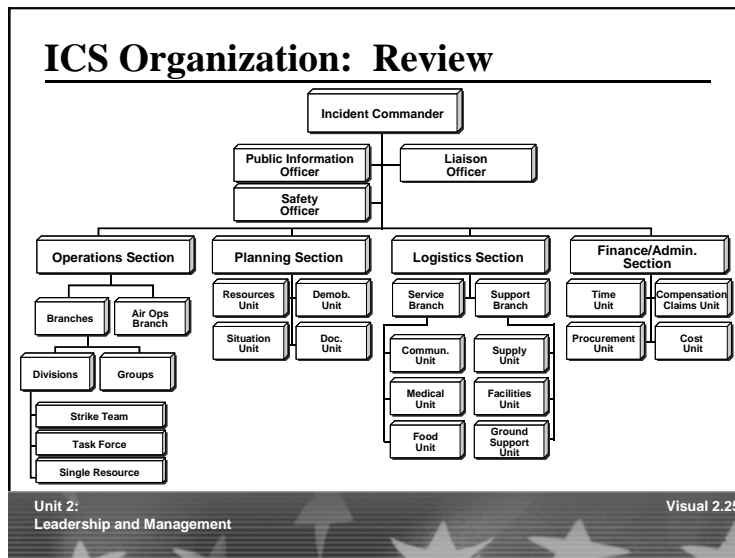
### Instructor Notes

Explain that ICS establishes common terminology that allows diverse incident management and support entities to work together across a wide variety of incident management functions and hazard scenarios. This common terminology covers the following:

- **Organizational Functions.** Major functions and functional units with domestic incident management responsibilities are named and defined. Terminology for the organizational elements involved is standard and consistent.
- **Incident Facilities.** Common terminology is used to designate the facilities in the vicinity of the incident area that will be used in the course of incident management activities.
- **Resource Descriptions.** Major resources—including personnel, facilities, and major equipment and supply items—used to support incident management activities are given common names and are "typed" with respect to their capabilities, to help avoid confusion and to enhance interoperability.
- **Position Titles.** At each level within the ICS organization, individuals with primary responsibility have distinct titles. Titles provide a common standard for all users, and also make it easier to fill ICS positions with qualified personnel.



Visual 2.25



**Visual Description:** ICS organizational chart showing all Command and General Staff positions

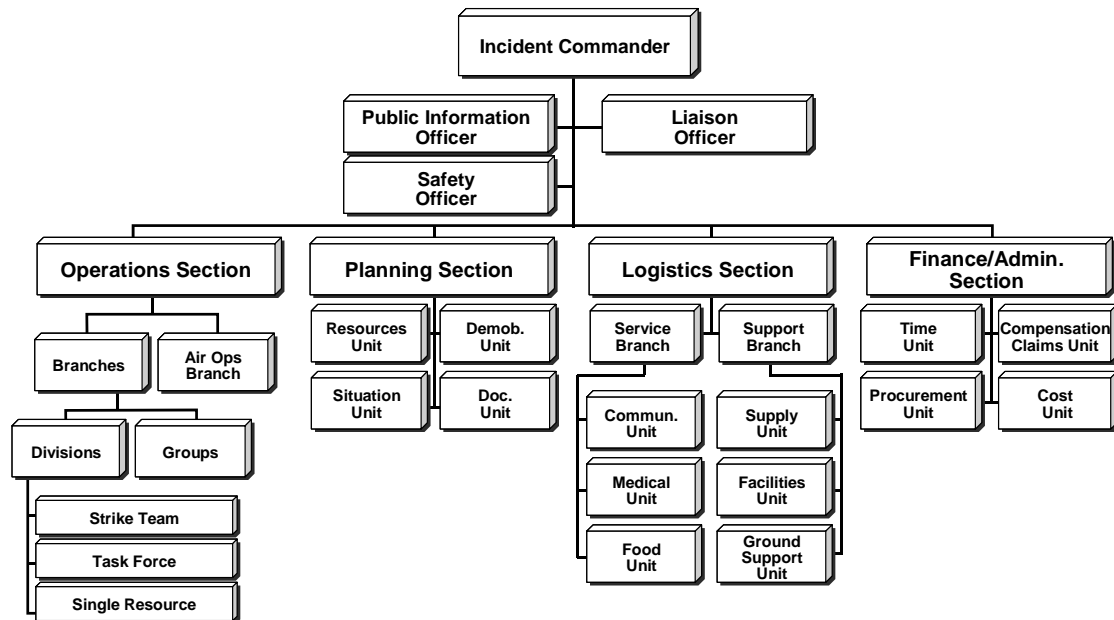
### Instructor Notes

Note: A larger version of the ICS organizational chart and caption appears on the next page.

Tell the participants that the next section of this unit reviews the ICS organization. Explain that the ICS organization:

- Is typically structured to facilitate activities in five major functional areas: command, operations, planning, logistics, and finance and administration.
- Is adaptable to any emergency or incident to which domestic incident management agencies would be expected to respond.
- Has a scalable organizational structure that is based on the size and complexity of the incident. However, this flexibility does NOT allow for the modification of the standard, common language used to refer to organizational components or positions.

## ICS Organization



Caption: ICS organizational chart including the following Command Staff: Incident Commander, Public Information Officer, Safety Officer, and Liaison Officer. General Staff includes the Operations, Planning, Logistics, and Finance/Admin. Sections.

Within the Operations Section there are two Branches. Subordinate to the Branches are Divisions and Groups. Under the Division there is a Strike Team, Task Force, and Single Resource.

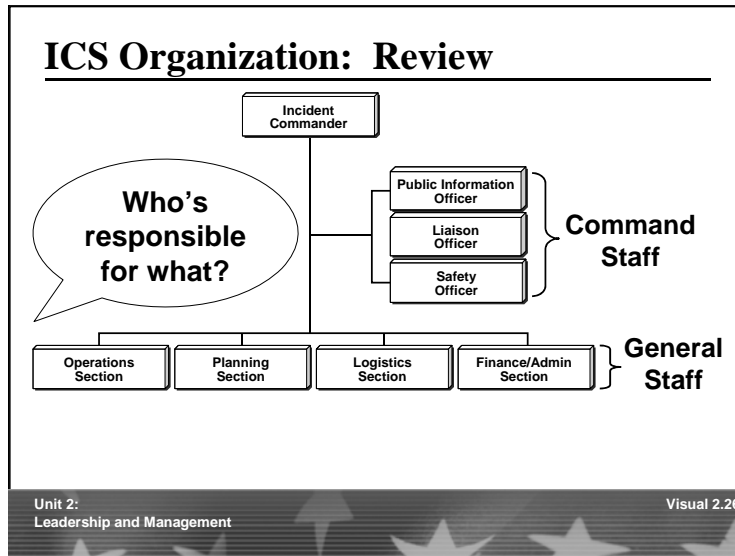
Within the Planning Section the following Units are shown: Resources, Situation, Demobilization, and Documentation.

Within the Logistics Section two Branches are shown: the Service Branch with Communications, Medical, and Food Units, and the Support Branch with Supply, Facilities, and Ground Support Units.

Within the Finance/Admin. Section the following Units are shown: Time, Procurement, Compensation/Claims, and Cost.



Visual 2.26



**Visual Description:** ICS organizational chart with the question: Who's responsible for what?

### Instructor Notes

Conduct this review using the following questions:

**Question:** Who is the point of contact for representatives of other governmental agencies, nongovernmental organizations, and/or private entities? **Answer:** Liaison Officer

**Question:** Which Section is responsible for all support requirements needed to facilitate effective and efficient incident management, including ordering resources from off-incident locations? **Answer:** Logistics Section

**Question:** Who handles media and public inquiries, emergency public information and warnings, rumor monitoring and response, and media monitoring, and coordinates the dissemination of information in an accurate and timely manner? **Answer:** Public Information Officer

**Question:** Which Section collects, evaluates, and disseminates incident situation information and intelligence? **Answer:** Planning Section. This Section also prepares status reports, displays situation information, maintains status of resources assigned to the incident, and develops and documents the Incident Action Plan (IAP).

**Question:** Which Section would perform cost analysis and contracting services? **Answer:** Finance/Administration Section. Not all incidents will require a separate Finance/Administration Section. In cases that require only one specific function (e.g., cost analysis), this service may be provided by a technical specialist in the Planning Section.

(Continued on next page.)



**Question:** Who is responsible for monitoring incident operations and advising the Incident Commander on all matters relating to operational safety, including the health and safety of emergency responder personnel? **Answer:** Safety Officer

**Question:** Which Section implements the tactical activities focused on reduction of the immediate hazard and saving lives and property? **Answer:** Operations Section. The Operations Section Chief is responsible to the Incident Commander for the direct management of all incident-related operational activities. The Operations Section Chief will establish tactical objectives for each operational period, with other Section Chiefs and Unit Leaders establishing their own supporting objectives.

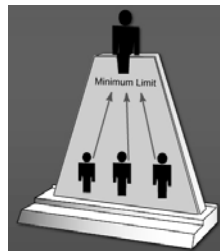


Visual 2.27

### ICS Management: Span of Control

ICS span of control for any supervisor:

- Is between 3 and 7 subordinates.
- Optimally does not exceed 5 subordinates.



Unit 2:  
Leadership and Management

Visual 2.27

**Visual Description:** Span of control illustrating concept of minimum of 3 to maximum of 5 subordinates

### Instructor Notes

Present the following key points:

- Span of control is key to effective and efficient incident management. Maintaining an effective span of control is important because safety and accountability are a priority.
- Within ICS, the span of control of any individual with incident management supervisory responsibility should range from **three to seven subordinates**. If a supervisor has fewer than three people reporting, or more than seven, some adjustment to the organization should be considered. Monitoring the span of control in the ICS organization is a major responsibility of the Incident Commander.
- **Optimally span of control should not exceed five subordinates.**



Visual 2.28

### What Influences Span of Control?

Span of control is influenced by:

- The type and complexity of incident or event, and
- The nature of the response or task, distance, and safety.



Unit 2:  
Leadership and Management

Visual 2.28

**Visual Description:** What Influences Span of Control?

### Instructor Notes

Explain that the type and complexity of incident, nature of the task, distances between personnel and resources, and hazards and safety factors all influence span-of-control considerations.

Provide examples from personal experience of incidents that would use a span of control of three or four subordinates to a supervisor. Ask the participants for additional examples.

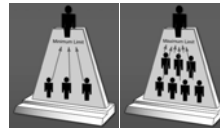


Visual 2.29

### Modular Organization

Span of control is maintained by:

- Organizing resources into Sections, Branches, Groups, Divisions, Units, or Teams when the supervisory ratio will exceed 7.
- Reorganizing or demobilizing Sections, Branches, Groups, Divisions, Units, or Teams when the supervisory ratio falls below 3.



Unit 2:  
Leadership and Management

Visual 2.29

**Visual Description:** Modular Organization

### Instructor Notes

Present the following key points:

- The ICS organization adheres to a “form follows function” philosophy. In other words, the organization at any given time should reflect only what is required to meet planned tactical objectives. The size of the current organization and that of the next operational period is determined through the incident action planning process.
- Since the ICS is a modular concept, managing span of control is accomplished by organizing resources into Sections, Branches, Groups, Divisions, Units, or Teams when the supervisor-to-subordinate ratio exceeds seven, or by reorganizing or demobilizing Sections, Branches, Groups, Divisions, Units, or Teams when the ratio falls below three.



Visual 2.30

### Typical Organizational Structure

In approximately 95% of incidents, the organizational structure consists of:

- **Command**
- **Single Resources**



Unit 2:  
Leadership and Management

Visual 2.30

**Visual Description:** Typical Organizational Structure

### Instructor Notes

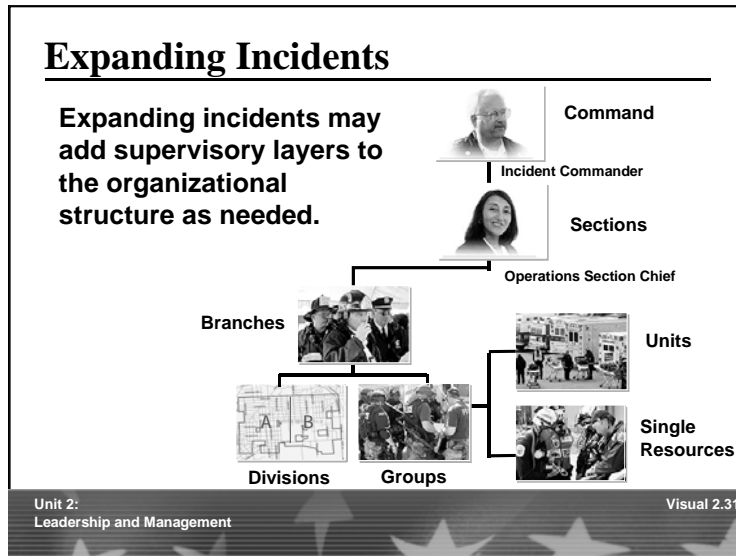
Point out that the initial response to most domestic incidents is typically handled by local "911" dispatch centers, emergency responders within a single jurisdiction, and direct supporters of emergency responders. Most responses need go no further.

Explain that approximately 95% of all incidents are small responses that include:

- **Command:** Incident Commander and other Command Staff.
- **Single Resources:** An individual piece of equipment and its personnel complement, or an established crew or team of individuals with an identified work supervisor that can be used on an incident.



Visual 2.31



**Visual Description:** Expanding Incidents

### Instructor Notes

Present the following key points:

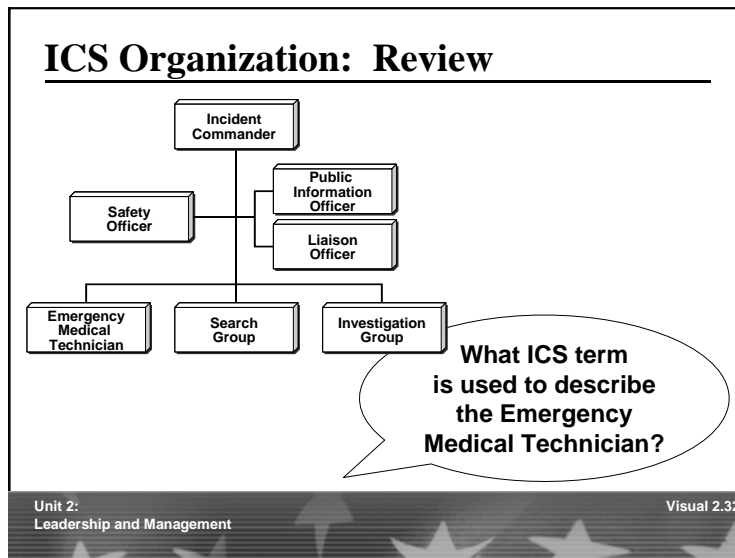
- Incidents that begin with a single response discipline within a single jurisdiction may rapidly expand to multidiscipline, multijurisdictional incidents requiring significant additional resources and operational support.
- ICS provides a flexible core mechanism allowing expansion by adding supervisory layers to the organizational structure as needed.

Using the illustration on the visual, review the following terminology:

- Section.** The organization level having functional responsibility for primary segments of incident management (Operations, Planning, Logistics, Finance/Administration). The Section level is organizationally between Branch and Incident Commander.
- Division.** The organization level having responsibility for operations within a defined geographic area. The Division level is organizationally between the Strike Team and the Branch.
- Group.** Groups are established to divide the incident into functional areas of operation. Groups are located between Branches (when activated) and Resources in the Operations Section.
- Unit.** The organization element having functional responsibility for a specific incident planning, logistics, or finance activity.



Visual 2.32



**Visual Description:** What ICS term is used to describe the Emergency Medical Technician who is responding to an incident?

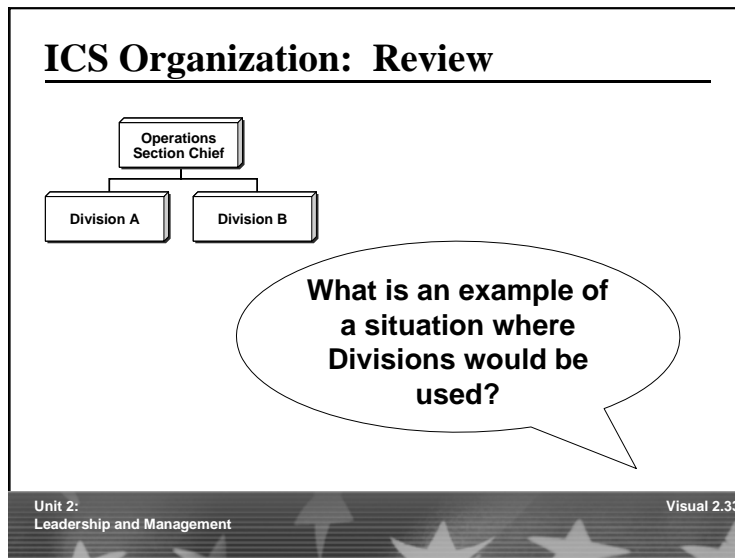
### Instructor Notes

Ask the participants: **What ICS term is used to describe the Emergency Medical Technician?**

Ask for a volunteer to answer the question. The correct answer is: **Single Resource**



Visual 2.33



**Visual Description:** Operations Section Chart with Division A and Division B and the following question: What is an example of a situation where Divisions would be used?

### Instructor Notes

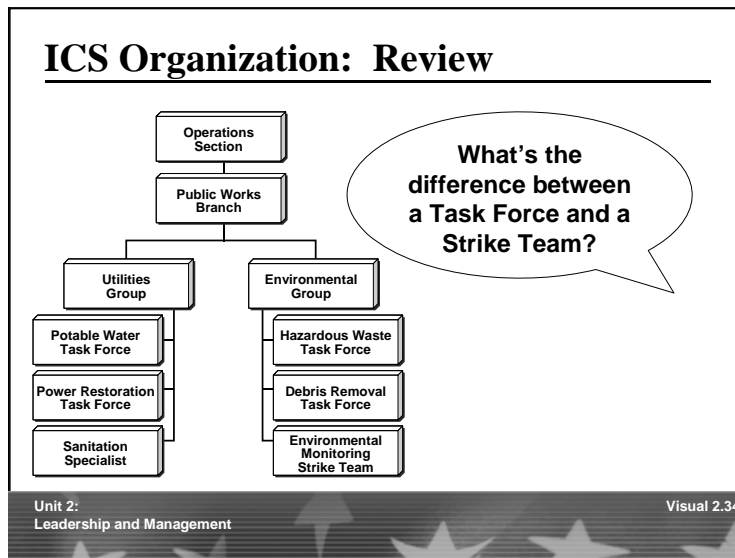
Ask the participants: **What is an example of a situation where Divisions would be used?**

Encourage the participants to identify different types of incidents where Divisions would be used to organize tactical resources. Make sure the participant examples describe situations where resources would be responsible for a defined **geographic area**.





Visual 2.34



**Visual Description:** Operations Section Chart with a Branch and two Groups. Within the Groups are several Task Forces, one Strike Team, and a Single Resource. Also included is the following question: What's the difference between a Task Force and a Strike Team?

### Instructor Notes

Ask the participants: **What's the difference between a Task Force and a Strike Team?**

Ask for a volunteer to answer the question.

The correct answer is:

- **Task Force.** A group of resources with common communications and a leader that may be pre-established and sent to an incident, or formed at an incident.
- **Strike Team.** Specified combinations of the same kind and type of resources, with common communications and a leader.

Ask the participants for examples of Task Forces and Strike Teams that their agency/jurisdiction may activate.



Visual 2.35

### Use of Position Titles

Using specific ICS position titles serves these important purposes:

- Provides a common standard.
- Ensures qualified individuals fill positions.
- Ensures that requested personnel are qualified.
- Standardizes communication.
- Describes the responsibilities of the position.

Unit 2:  
Leadership and Management

Visual 2.35

**Visual Description:** Use of Position Titles

### Instructor Notes

Present the following key points:

- At each level within the ICS organization, individuals with primary responsibility positions have distinct titles.
- Titles provide a common standard for all users. For example, if one agency uses the title Branch Chief, another Branch Manager, etc., this lack of consistency can cause confusion at the incident.
- The use of distinct titles for ICS positions allows for filling ICS positions with the most qualified individuals rather than by seniority.
- Standardized position titles are useful when requesting qualified personnel. For example, in deploying personnel, it is important to know if the positions needed are Unit Leaders, clerks, etc.
- The responsibilities and duties of the standardized position titles are identified. These descriptions are found in various publications such as:
  - Firescope Field Operations Guide, ICS 420-1
  - ICS Position Descriptions and Responsibilities, National Incident Management System (NIMS)
  - Fireline Handbook, PMS 410-1



Visual 2.36

### ICS Supervisory Position Titles

Titles for all ICS supervisory levels are shown in the table below:

Organizational Level	Title	Support Position
Incident Command	Incident Commander	Deputy
Command Staff	Officer	Assistant
General Staff (Section)	Chief	Deputy
Branch	Director	Deputy
Division/Group	Supervisor	N/A
Unit	Leader	Manager
Strike Team/Task Force	Leader	Single Resource Boss

Unit 2:  
Leadership and Management

Visual 2.36

**Visual Description:** Table listing position titles

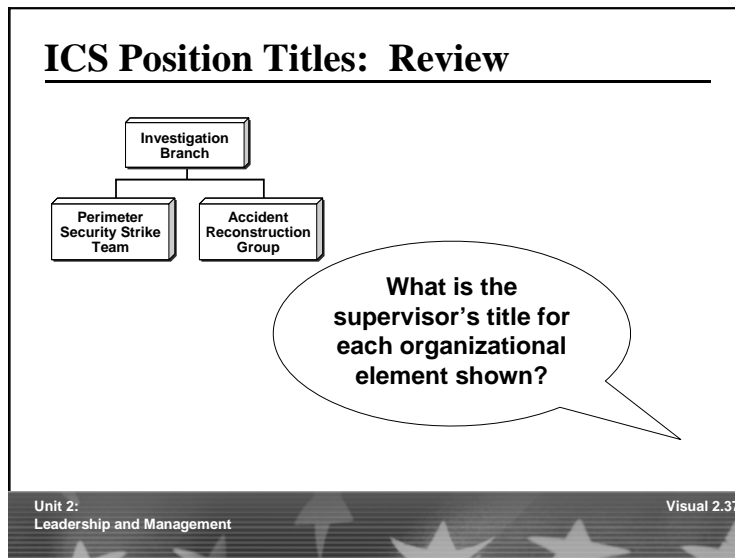
### Instructor Notes

Let the participants take a moment to review the information contained in the table below:

Organizational Level	Title	Support Position
Incident Command	Incident Commander	Deputy
Command Staff	Officer	Assistant
General Staff (Section)	Chief	Deputy
Branch	Director	Deputy
Division/Group	Supervisor	N/A
Unit	Leader	Manager
Strike Team/Task Force	Leader	Single Resource Boss



Visual 2.37



**Visual Description:** Investigation Branch Chart with Perimeter Security Strike Team and Accident Reconstruction Group. Also included is the following question: What is the supervisor's title for each organizational element shown?

### Instructor Notes

Tell the participants to refer to the chart with the position titles.

Ask the participants: **What is the supervisor's title for each organizational element shown?**

Ask for a volunteer to answer the question.

The correct answers are:

**Investigation Branch Director**

**Perimeter Security Strike Team Leader**

**Accident Reconstruction Group Supervisor**



Visual 2.38

### Activity: The Expanding Incident

**Instructions:**

1. Working in teams, review the scenario on the next visual.
2. Identify the supervisory structures (Divisions, Branches, Groups, Strike Teams, or Task Forces) that you would use to ensure a proper span of control for the resources currently on the scene.
3. For each organizational element, indicate the title of its supervisor.
4. Choose a spokesperson. Be prepared to present your organizational charts to the class in 15 minutes.

Unit 2:  
Leadership and Management

Visual 2.38

**Visual Description:** The Expanding Incident Activity

### Instructor Notes

Present the following instructions:

1. Working in teams, review the scenario on the next visual.
2. Identify the supervisory structures (Divisions, Branches, Groups, Strike Teams, or Task Forces) that you would use to ensure a proper span of control for the resources currently on the scene.
3. For each organizational element, indicate the title of its supervisor.
4. Choose a spokesperson. Be prepared to present your organizational charts to the class in 15 minutes.



Visual 2.39

### Activity: The Expanding Incident

**Scenario:** A swim meet is being held at the Main Street pool with 30 team members and 50 observers. During a race, a sudden electrical storm sends a lightning bolt into a flagpole near the pool and the charge arcs to the water. The pool is instantly electrified, sending guards and parents into the pool to rescue the children. The primary objectives are saving lives and ensuring safety.

**On-Scene Resources:**

Local Police: 4 Marked Units

State Police: 2 Marked Units

Fire: 2 Engine Companies

Rescue: 1 Company

EMS:

5 Basic Life Support

2 Advanced Life

Support

Unit 2:  
Leadership and Management

Visual 2.39

**Visual Description:** The Expanding Incident Scenario

### Instructor Notes

Review the following scenario:

A swim meet is being held at the Main Street pool with 30 team members and 50 observers. During a race, a sudden electrical storm sends a lightning bolt into a flagpole near the pool and the charge arcs to the water. The pool is instantly electrified, sending guards and parents into the pool to rescue the children. The primary objectives are saving lives and ensuring safety.

**On-Scene Resources:** Local Police: 4 Marked Units; State Police: 2 Marked Units; Fire: 2 Engine Companies; Rescue: 1 Company; and EMS: 5 Basic Life Support and 2 Advanced Life Support

Ask if there are any questions. Monitor the time. When the teams are ready, reassemble the class.

Conduct the activity discussion as follows:

1. Hang all of the organizational charts in a location where the entire class can view them.
2. Next, select a team to present its organizational chart.
3. Compare the team's proposed organizational chart with the charts created by the other groups. **Emphasize that there is NO one correct solution.** Point out the similarities and differences. Where there are different solutions, ask the team spokesperson to present the reasons why the team chose a different strategy. Continue this process until all of the organizational charts have been discussed.
4. Make sure to review the position titles that would be assigned to the supervisors of the proposed organizational components.



Visual 2.40

### Summary

Are you now able to:

- Describe chain of command and formal communication relationships?
- Identify common leadership responsibilities?
- Describe span of control and modular development?
- Describe the use of position titles?

Unit 2:  
Leadership and Management

Visual 2.40

**Visual Description:** Summary

### Instructor Notes

Ask the participants if they are now able to:

- Describe chain of command and formal communication relationships.
- Identify common leadership responsibilities.
- Describe span of control and modular development.
- Describe the use of position titles.

Next, ask the participants if they have any questions about the content presented in this unit. After answering any questions, explain that the next unit presents information about delegation of authority and management by objectives.

**Your Notes**